

---

**Tennessee Teacher Licensure Standards:  
Music K-12**

---

**The Background:**

Tennessee currently licenses teachers in the following areas of visual and performing arts: visual arts K-12, vocal/general music K-12, instrumental/general music K-12, theater K-12 and dance K-12. The proposed standards for teachers of music would revise standards last approved by the Board in 1989.

An Ad-Hoc Committee on Music Licensure, comprised of teachers, administrators and teacher educators, developed the proposed licensure standards in vocal/general music K-12 and instrumental music K-12. A list of committee members is attached.

The proposed standards are consistent with Tennessee Curriculum Standards in Music and with the Interstate New Teacher Assessment and Consortium (INTASC) standards for specialists in the arts.

The proposed standards would become effective for candidates seeking licensure no later than September 1, 2009.

The proposed standards were posted on the Board's web site and were circulated to education constituency groups for review and comment prior to the Board's August meeting.

**The Recommendation:**

The Advisory Council on Teacher Education and Certification recommends adoption of the proposed standards on final reading. The SBE staff concurs in this recommendation.

**Tennessee Teacher Licensure Standards  
Music K-12  
Endorsements in Vocal/General Music K-12  
and Instrumental/General Music K-12**

**Introduction**

Tennessee supports music education preparation programs for grades kindergarten through twelve that enable teacher candidates to meet the needs of all students in music programs. The performance standards provide guidelines to develop prospective teachers who have the necessary content and pedagogical knowledge, as well as the personal dispositions necessary to be successful as music educators. Teaching music is a lifelong undertaking that is initiated in college course work, refined in field and student teaching experiences, and enhanced during professional teaching.

The intent of these performance standards is to support teacher preparation programs having a comprehensive program of study that integrates the general education core, professional education, music content, and a variety of field experiences to ensure teacher candidates meet the following standards.

**Content Standards**

**Standard 1: Music Knowledge and Application.**

Candidates understand and apply knowledge of music history, theory and performance skills in creating learning experiences for all music students.

*Supporting Explanation*

- 1.1 Candidates know and understand music of various styles, historical periods and cultural sources and apply that knowledge in a classroom setting.
- 1.2 Candidates understand the language and grammar of music, common elements of music (rhythm, melody, harmony, expressive qualities, form and style) and their interaction and infuse this understanding in their teaching.
- 1.3 Candidates have proficiency in sight singing and functional competency in piano, including playing two or more vocal or instrumental parts, use of chord symbols, and basic transposition.
- 1.4 Candidates have proficiency in composing, improvising, arranging and adapting music from a variety of sources to meet the needs and ability levels of school performing groups and classroom situations.
- 1.5 Candidates evaluate music and music performance.

- 1.6 Candidates demonstrate an advanced level of proficiency as a performer including technical mastery, artistic interpretation and sight reading. They display these skills as a solo performer and as an ensemble member.
- 1.7 Candidates apply conducting skills, expressive gestures and appropriate rehearsal techniques which produce an artistic performance.

## **Standard 2: Teaching Music**

Candidates plan and provide comprehensive sequential curriculum and instruction that is developmentally appropriate in an environment conducive to creative growth and active engagement in learning.

### *Supporting Explanation*

- 2.1 **Instruction.** Candidates design, implement and evaluate developmentally appropriate sequential curricula for all students. They incorporate a variety of musical experiences, teaching and learning strategies, and emerging technologies to assist and guide students through the artistic processes of creating, performing and responding to music. Candidates understand that both process and product are integral to effective music learning.
- 2.2 **Learning Environment.** Candidates create an environment that is conducive to creative thought and activity and is emotionally and physically safe. They implement effective behavior management strategies appropriate to the music classroom that maintain and sustain a positive learning environment.
- 2.3 **Program Management.** Candidates demonstrate the ability to plan and manage an effective music program including materials, time, spatial organization, budget and acquisition of appropriate resources. They understand the professional ethics and legal issues that are a part of conducting an effective music program.
- 2.4 **Integration and Linkages.** Candidates teach music as an integrated discipline, connected with other areas of study and with real life experiences.

## **Standard 3: Reflection, Professional Development and Leadership**

Candidates pursue lifelong learning through reflective practice, research, professional development and music making.

### *Supporting Explanation*

Candidates observe their peers teaching, participate in workshops and conferences, attend music performances, read music literature, and participate in professional organizations. They help their school and community develop an appropriate vision of and commitment to providing high quality music education for all students.

Candidates establish and maintain a relationship with the music community and continue their own music making as an ongoing part of professional development.

### **Endorsement in Vocal/General Music**

**Standard 1:** Candidates demonstrate knowledge and skills specific to effective choral music teaching and performing.

#### *Supporting Explanation*

- 1.1 Candidates know and select age-appropriate literature for large ensembles, small ensembles, and solo performance.
- 1.2 Candidates use their voice effectively and assist students in vocal diction, tone production, and intonation. They understand vocal health issues and can assist students in adapting to various cultural styles.
- 1.3 Candidates identify performance deficiencies and apply appropriate corrective measures with vocal ensembles.
- 1.4 Candidates understand and communicate the contributions of the vocal music program to the school and community.
- 1.5 Candidates possess fundamental knowledge of general music classroom instrument maintenance and repair.

### **Endorsement in Instrumental/General Music**

**Standard 1:** Candidates demonstrate knowledge and skills specific to effective instrumental music teaching and performing.

#### *Supporting Explanation*

- 1.1 Candidates know and select age-appropriate literature for large ensembles, chamber music, and solo performance.
- 1.2 Candidates have knowledge and performance ability on wind, string and percussion instruments sufficient to teach K-12 students effectively.
- 1.3 Candidates identify performance deficiencies and apply appropriate corrective measures with instrumental ensembles.
- 1.4 Candidates have sufficient vocal ability to use the voice in instrumental settings.
- 1.5 Candidates understand and communicate the contributions of the instrumental program to the school and community.

- 1.6 Candidates possess fundamental knowledge of instrument repair and maintenance.

### **Program Implementation Standards**

1. The program of study in music education enables teacher candidates to meet the performance standards specified for core studies in music knowledge and application and teaching music as well as performance standards specific to endorsement in vocal/general music and/or instrumental/general music appropriate to grades kindergarten through grade twelve. Institutions of higher education develop a comprehensive program of study that integrates the standards in the general education core, professional education, and the major. It is understood that institutions may require more than 120 semester hours for the program in order to meet the standards of national professional organizations.
2. Candidates in music education complete a major, consisting of courses offered primarily by faculty from arts and sciences disciplines. The major includes in-depth study of one or more fields, provides candidates the opportunity to demonstrate the integration of knowledge across the disciplines, and promotes an understanding of the processes of inquiry and research. Enrollment in such a major is open to students who are preparing for licensure in music education and to students who are not.
3. Institutions provide opportunities for candidates to develop performance capabilities while participating in a variety of large and small ensembles appropriate to the specific endorsement.
4. Institutions provide study in methods specific to music education taught by faculty who have had successful experiences teaching music in K-12 schools and who maintain close contact with the schools.
5. Institutions of higher education provide field experiences and clinical practice (enhanced student teaching or internship) that are well designed and sequenced to provide opportunities for candidates to apply their knowledge, skills and dispositions in a variety of settings appropriate to the content and level of the program. Field experiences are ongoing school-based opportunities in which candidates observe, assist, tutor, instruct or conduct applied research. Candidates study and practice in a variety of settings that include students of diverse backgrounds and learning needs. Clinical practice provides candidates with experiences that allow for full immersion in the school-based community allowing candidates to demonstrate competence in the professional role for which they are preparing.
6. Teacher candidates have field experiences (not necessarily student teaching or internship) in elementary, middle and secondary grades. Candidates have experiences in settings including students with special needs and, if possible, have experiences in pre-kindergarten settings. Candidates have opportunities

to participate in the opening weeks of school in the fall either during field experiences or student teaching.

7. Teacher candidates have student teaching or internship experiences at the elementary (grades K-6) and middle and secondary (grades 7-12) levels.
8. Teacher candidates present a senior recital or the equivalent for review by the teacher preparation institution.
9. Institutions of higher education use the following documents (as they may be amended) when planning, implementing and evaluating teacher preparation programs: Model Standards for Beginning Teacher Licensing: A Resource for State Dialogue, developed by the Interstate New Teacher Assessment and Support Consortium (1992); Model Standards for Licensing Classroom Teachers and Specialists in the Arts: A Resource for State Dialogue, developed by the Interstate New Teacher Assessment and Support Consortium (INTASC, 2002); Tennessee Curriculum Standards in music; and national standards in the content area.
10. These standards become effective for candidates seeking licensure no later than September 1, 2009. Institutions will submit standards for conditional approval no later than September 1, 2006.

## **Ad-Hoc Committee on Music Licensure 2005**

### **Members:**

Angela Batey  
University of Tennessee  
Knoxville

Nancy Boone-Allsbrook  
Middle Tennessee State University  
Murfreesboro

Brian Ford  
Supervisor, Jackson-Madison  
County  
Jackson

Joe Herman  
Tennessee Technological University  
Cookeville

Richard Mitchell  
Supervisor, Knox County Schools  
Knoxville

Cooper Patterson  
Teacher, Dyersburg City Schools  
Dyersburg

Nicole Robinson  
University of Memphis  
Memphis

Wanda Simandl  
Teacher, Oak Ridge City Schools  
Oak Ridge

Pam Williams  
Teacher, Memphis City Schools  
Memphis

Erich Zimmerman  
Teacher, Rutherford County Schools  
Smyrna

### **Staff:**

Jeanette Crosswhite  
Department of Education  
Nashville

Martin Nash  
Department of Education  
Nashville

Vance Rugaard  
Department of Education  
Nashville

Karen Weeks  
State Board of Education  
Nashville